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|  | PROS | CONS |
| Observations | * Highlight student strengths * Identifies student weaknesses that need to be remediated | * Students may become nervous and intimidated * May not be accurate, may be judgmental |
| Anecdotal  Records | * Provides evidence of student performance * Source of documentation to show growth * Includes social and classroom contexts * May be used during Parent -Teacher Conferences | * Can be judgmental * Subject to the observer’s biases * May not include all important information that is necessary |
| Checklists | * Convenient and efficient * Focus on specific topics * Can be used across the curriculum and grade levels | * Limits observations to the items only listed on the checklists * Does not take into account the surroundings and environment |
| Rating  Scales | * Can be used by others, such as colleagues * Assesses quality * Sets expectations of learning for students | * Difficult to create an exact rubric of expectations * Some students may not have the full potential to reach expectations, may become discouraged * Creating appropriate scales takes time and skill |
| Interviewing | * Easy to administer * One to one contact * First hand view and opinion of topics | * Interviews are only as good as the questions are * Bias may be evident * May not end up to be confidential |
| Questionnaires | * Easy to administer * Covers a variety of topics * Easy to communicate the results * Gathers feedback and information | * Some may be difficult to develop * May include biased results * Low response rate |
| Attitude  Scales | * Shows students how they are supposed to behave * Sets expectations * Students know what is acceptable and not acceptable | * May prohibit students from being comfortable in the classroom environment * May feel that they are in a “bubble” and are not allowed to express themselves |
| Student  Artifacts | * Shows student learning styles * Shows student creativity * Used to assess academic growth | * May limit student creativity * May discourage students who are not creative |